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| **DO NOT WRITE ON THIS TEST**  **G6 Q1 Application-based Assessment (Cold Read) [14535]** | |
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| **C:\Users\Suzy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SBDQAALL\MC900440406[1].pngRead the following and answer the questions below:** | |
| ***Looking for a Rainbow***   |  |  | | --- | --- | | 1 | Rain crashed against the brick wall of the library and pounded on the window behind me. Absorbed in a book, I heard the rain subside and felt late afternoon sunlight warm the back of my neck. I finished my chapter. | | 2 | Half an hour later I was **slogging** through puddles toward a faded yellow two-story house set back into the woods. My cousins Sara, Jason, and Kendra stood in the doorway to greet me. | | 3 | “Did you see the rainbow?” Kendra asked. | | 4 | “It stretched all the way down to the horizon at both ends,” Jason said. | | 5 | “The brightest colors you can imagine,” Sara added. | | 6 | “No, I didn’t see the rainbow,” I said. I hadn’t seen a rainbow in at least two years. I love rainbows but usually only hear about them after they disappear. | | 7 | Seeing the disappointment on my face, Jason beckoned me into the house and said, “Don’t worry. We’ll show you a rainbow tomorrow.” | | 8 | “What do you mean? You can’t store a rainbow away in a jar,” I objected. | | 9 | “Wait and see. Come back tomorrow a little earlier than you did today.” | | 10 | I took off my muddy shoes and set them by the door. “That makes no sense. The forecast doesn’t even say rain tomorrow.” | | 11 | “You just have to look in the right place,” Sara said with a twinkle. “We’ll show you where to look.” | | 12 | “A rainbow isn’t in a place,” I replied. | | 13 | “Of course it is. Everything is in a place,” argued Sara. | | 14 | “That’s not true. Strength and honesty and bedtime stories and songs you’ve known all your life—lots of things aren’t in a place.” I crossed my arms in front of my chest and waited for her response. | | 15 | “You can’t see those things. Everything you can see is in a place. A rainbow is in the sky, isn’t it?” | | 16 | I knew she was teasing me, but I couldn’t find the flaw in her logic. Halfway up the stairs it struck me. I turned triumphantly. “A rainbow is an optical illusion. The water in the air bends different parts of the sunlight at different angles, separating the colors that the water reflects back to your eyes.” | | 17 | “So?” | | 18 | “So a rainbow isn’t really there in the sky. It’s the way the light reaches your eyes. If other people are standing somewhere else, they’ll see the rainbow in a different position in the sky.” | | 19 | Sara gave me the kind of look that only a cousin can give. “Are you trying to tell me that you create the rainbow by looking at it? If everyone stops looking, does the rainbow cease to exist? Are you saying rainbows aren’t real?” | | 20 | “They’re real; they’re just not really in the sky. They’re really in your eyes and mind, and in the light that comes to you. I wish I’d been watching some of that light this afternoon,” I said. | | 21 | “Come back tomorrow and we’ll show you,” Jason repeated. “Then you can decide where it is and whether it’s real.” | | 22 | That night I dreamed about rainbows: rainbows in the sky, rainbows reaching my eyes, groups of people standing around with a slightly different rainbow for each of them. The next afternoon I walked back to my cousins’ house. The day was sunny and clear, not rainbow weather at all. | | 23 | “Keep your shoes on,” Kendra told me. They led me down a narrow path through the woods behind the house. The trees were tall and dense. Pines as straight and tall as Greek columns stood contrasted with the gnarly, crooked branches of ancient oaks. On our right, a fallen log offered a home for countless forest creatures. Tall ferns danced around the end where the roots had pulled up out of the ground. | | 24 | A haphazard pile of boulders to our left looked as if some giant had thrown them aside. A carpet of green softened their shaded sides. Sara asked, “Now are you going to tell me you don’t see the moss, you just see the light from the moss as it reaches your eyes?” | | 25 | “That’s different,” I said. “You can touch the moss. You can feel it. It’s really there on the rocks. You can’t feel a rainbow.” Satisfied, or perhaps tiring of the game, my cousins led me on without comment. | | 26 | Into the gentle sounds of chirping birds and creaking branches broke another sound: the gurgle of rushing water. We emerged into a clearing at the base of a tall, narrow waterfall spilling into a gleaming pool. Droplets of water splashed out from the stony ledge overhead. Jason drew me to a spot near the pool’s edge and pointed up to the droplets, sparkling in the sunlight. | | 27 | There near the top of the waterfall—or so it appeared to my delighted eyes—was a brilliant, beautiful, perfect double rainbow. | | |
| **1.** | **Read the sentence from the story.** Half an hour later I was slogging through puddles toward a faded yellow two-story house set back into the woods.   **The narrator uses the word slogging in the sentence to show that she is** |
|  | |  |  | | --- | --- | | **A.** | walking quickly through the puddles. | |
|  | |  |  | | --- | --- | | **B.** | making loud noises while stomping through the puddles. | |
|  | |  |  | | --- | --- | | **C.** | splashing in the puddles. | |
|  | |  |  | | --- | --- | | **D.** | having difficulty walking in the puddles. | |
|  |  |
| **2.** | **Which question is answered in the resolution of the story? (Think about the “roller coaster/plot line)** |
|  | |  |  | | --- | --- | | **A.** | Why are rainbows so bright? | |
|  | |  |  | | --- | --- | | **B.** | Where can you find a rainbow? | |
|  | |  |  | | --- | --- | | **C.** | When is the best time of day to see a rainbow? | |
|  | |  |  | | --- | --- | | **D.** | What do rainbows feel like? | |
|  |  |
| **3.** | **The setting at the end of the story is important because it shows that** |
|  | |  |  | | --- | --- | | **A.** | people can see rainbows more clearly near waterfalls. | |
|  | |  |  | | --- | --- | | **B.** | rainbows are difficult to see. | |
|  | |  |  | | --- | --- | | **C.** | double rainbows only exist in the woods. | |
|  | |  |  | | --- | --- | | **D.** | there are many places to see rainbows. | |
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| **4.** | **Read the sentence from Paragraph 26.** We emerged into a clearing at the base of a tall, narrow waterfall spilling into a gleaming pool.   **The images described in the sentence best convey which theme?** |
|  | |  |  | | --- | --- | | **A.** | the quest for understanding | |
|  | |  |  | | --- | --- | | **B.** | the beauty of nature | |
|  | |  |  | | --- | --- | | **C.** | the importance of family | |
|  | |  |  | | --- | --- | | **D.** | the peacefulness of being alone | |
|  |  |
| **5.** | **Which paragraph best conveys (communicates) the central idea of the story?** |
|  | |  |  | | --- | --- | | **A.** | Paragraph 2 | |
|  | |  |  | | --- | --- | | **B.** | Paragraph 16 | |
|  | |  |  | | --- | --- | | **C.** | Paragraph 22 | |
|  | |  |  | | --- | --- | | **D.** | Paragraph 27 | |
|  |  |
| **6.** | **Which sentence best tells the theme of the passage?** |
|  | |  |  | | --- | --- | | **A.** | I hadn’t seen a rainbow in at least two years. | |
|  | |  |  | | --- | --- | | **B.** | “You just have to look in the right place,” Sara said with a twinkle. | |
|  | |  |  | | --- | --- | | **C.** | The day was sunny and clear, not rainbow weather at all. | |
|  | |  |  | | --- | --- | | **D.** | Droplets of water splashed out from the stony ledge overhead. | |
|  |  |
| **7.** | **Read the sentences.** A haphazard pile of boulders to our left looked as if some giant had thrown them aside. A carpet of green softened their shaded sides.  **Which words help the reader understand the meaning of haphazard?** |
|  | |  |  | | --- | --- | | **A.** | carpet of green | |
|  | |  |  | | --- | --- | | **B.** | thrown them aside | |
|  | |  |  | | --- | --- | | **C.** | pile of boulders to our left | |
|  | |  |  | | --- | --- | | **D.** | softened their shaded sides ] | |
|  |  |
| **8.** | **Read this sentence.** “Pines as straight and tall as Greek columns stood contrasted with the gnarly, crooked branches of ancient oaks.” **What does the word contrasted mean?** |
|  | |  |  | | --- | --- | | **A.** | displaying differences | |
|  | |  |  | | --- | --- | | **B.** | slowly swaying | |
|  | |  |  | | --- | --- | | **C.** | fighting angrily | |
|  | |  |  | | --- | --- | | **D.** | sharing parts | |
|  |  |
| **9.** | **Which is the best summary of the story?** |
|  | |  |  | | --- | --- | | **A.** | Rainbows are everywhere if you know where to look. | |
|  | |  |  | | --- | --- | | **B.** | Rainbows are only visible near water. | |
|  | |  |  | | --- | --- | | **C.** | Rainbows look different depending on one’s location. | |
|  | |  |  | | --- | --- | | **D.** | Rainbows can be explained by science. | |
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| **10.** | **Read the statement.**  Seeing is believing.  **How does “Looking for a Rainbow” support the statement above? Explain your answer with three examples from the story.** |
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| **11.** | **Which word means the same as create?** |
|  | |  |  | | --- | --- | | **A.** | check | |
|  | |  |  | | --- | --- | | **B.** | imagine | |
|  | |  |  | | --- | --- | | **C.** | make | |
|  | |  |  | | --- | --- | | **D.** | Value | |
|  |  |
| **12.** | **Complete the Cause and Effect chart by selecting the appropriate effects from the list that follows the chart. Place the LETTER of the effect in the box. You DO NOT need to write out the sentence.**   |  |  | | --- | --- | | **Cause** | **Effect** | | The narrator misses seeing the first rainbow. |  | | The narrator believes rainbows are real. |  |   **Possible Effects: Place the correct letter next to its cause.**  **A.** The narrator is finishing a chapter in a book.  **B.** The narrator is walking up the stairs.  **C.** Her cousin tells her everything real has a location.  **D.** She announces rainbows are optical illusions.  **E.** Her cousins take her to see a rainbow. |
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| **Read the following and answer the questions below:** | |
| *Baseball Smarts*  by Bill Wise  C:\Users\Suzy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SBDQAALL\MC900437074[1].png   |  |  | | --- | --- | | 1 | Put yourself in Charlie Waitt’s shoes for a moment. | | 2 | It’s 1875 and you play big-league baseball for the St. Louis Brown Stockings. You’re a 21-year-old outfielder who’ll be filling in at first base for your team’s next game. | | 3 | The thought of playing first base makes you wince. You’ve played there twice before, and it’s nothing like playing the outfield. At first base, you’ll be catching sharply hit ground balls, whistling line drives, and stinging throws, all from close range. The last time you played first base, your hands ached for days. | | 4 | In 1875, baseball is played bare-handed! | | 5 | Charlie knows that stopping a baseball without a glove is tricky. Players hold their hands in the shape of a box to keep the ball from hitting their palms. This works well for outfielders; by the time the ball has traveled that far, it usually has slowed down quite a bit. | | 6 | Infielders and catchers, however, aren’t so lucky. They often get cuts, bruises, and even broken bones from the hard-hit balls. | | 7 | Players think the banged-up fingers and hands are just a part of the game. But Charlie Waitt decides to do something about it. | | 8 | Waitt takes an ordinary leather glove and cuts off the fingers. He hopes that the leather will reduce the sting of the ball. | | 9 | Other players and the fans watching the game don’t like Waitt’s idea. They think wearing a glove is a sign of weakness. But Waitt finds that the glove does make a difference, and he continues to wear it in other games. | | 10 | Eventually, other players begin to wear gloves, too. Albert Spalding, a star pitcher for the Boston Red Stockings, asked Waitt about his glove. | | 11 | “Waitt confessed that he was ashamed to wear it, but he said he had it on to save his hand,” Spalding later wrote. “He also admitted that he had chosen a color as inconspicuous as possible because he didn’t care to attract attention.” | | 12 | Waitt’s invention made a lasting impression on Spalding. Later, after becoming a first baseman, Spalding began wearing a glove. But he went one step further and added a thin layer of padding inside the glove for more protection. | | 13 | Spalding was highly respected, and his use of the glove convinced others that it was all right to wear one. Some players even began to wear gloves on both hands. | | 14 | This new Spalding-style glove worked fine for everyone except the catchers. They needed more protection. Recognizing this need, former player Harry Decker designed a heavily padded mitt in 1890. It wasn’t nearly as big as today’s catcher’s mitts, but it was a big improvement over the thin gloves worn by the rest of the fielders. | | 15 | By 1896, every big-league player was using a glove. There were far fewer injuries and errors as a result. | | 16 | Albert Spalding went on to found the Spalding Sporting Goods Company. But what about Charlie Waitt? | | 17 | Charlie played in 113 professional games from 1875 to 1883, never spending more than one season with any team. He was what baseball folks call a journeyman ballplayer. | | 18 | A newspaper article in 1882 declared that “a more honest and harder-working player than Charles Waitt would be hard to find.” | | 19 | It would also be hard to find a player who did more to change the way a baseball is caught. |   “Baseball Smarts” by Bill Wise, from *Highlights for Children*, April 2004, copyright © 2004 by Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc. | |
| **13.** | **Which statement best summarizes Paragraph 14?** |
|  | |  |  | | --- | --- | | **A.** | In 1890, everyone but catchers used the Spalding style glove. | |
|  | |  |  | | --- | --- | | **B.** | The catchers needed gloves that were not as thin as the gloves worn by the other fielders. | |
|  | |  |  | | --- | --- | | **C.** | The heavily padded mitt that was invented was not as big as catchers’ mitts are today. | |
|  | |  |  | | --- | --- | | **D.** | In 1890, Harry Decker designed a padded catcher’s glove that offered more protection than other gloves. | |
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| **14.** | **When explaining this passage to someone else, which of these would be the least important to mention?** |
|  | |  |  | | --- | --- | | **A.** | Waitt continued wearing his glove even when other players and fans objected. | |
|  | |  |  | | --- | --- | | **B.** | Charlie Waitt spent only one season with various baseball teams. | |
|  | |  |  | | --- | --- | | **C.** | In 1875, baseball players caught the ball by holding their hands in the shape of a box. | |
|  | |  |  | | --- | --- | | **D.** | A star pitcher for the Boston Red Stockings liked Waitt’s idea and started wearing a glove. | |
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| **15.** | **Based on the passage, which conclusion (inference) about Charlie Waitt is true?** |
|  | |  |  | | --- | --- | | **A.** | He did not plan on inventing the baseball glove. | |
|  | |  |  | | --- | --- | | **B.** | He was not a good baseball player. | |
|  | |  |  | | --- | --- | | **C.** | He thought his idea would be popular. | |
|  | |  |  | | --- | --- | | **D.** | He wanted to work for a large sporting goods company. | |
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| **16.** | **What is most likely the author’s main purpose for writing the passage?** |
|  | |  |  | | --- | --- | | **A.** | to give readers a better understanding of life in the 1900s | |
|  | |  |  | | --- | --- | | **B.** | to tell the interesting life story of a famous baseball player | |
|  | |  |  | | --- | --- | | **C.** | to describe baseball from its beginnings up until the present day | |
|  | |  |  | | --- | --- | | **D.** | to offer information about a mostly forgotten time in sports history | |
|  |  |
| **17.** | **Read this sentence from Paragraph 11.**  He also admitted that he had chosen a color as inconspicuous as possible because he didn’t care to attract attention.  **What does the word inconspicuous mean in that sentence?** |
|  | |  |  | | --- | --- | | **A.** | bright | |
|  | |  |  | | --- | --- | | **B.** | simple | |
|  | |  |  | | --- | --- | | **C.** | not easily seen | |
|  | |  |  | | --- | --- | | **D.** | fitting a pattern | |
|  |  |
| **18.** | **Which detail from the article best supports the author’s claim that people thought wearing a glove was a sign of weakness?** |
|  | |  |  | | --- | --- | | **A.** | Waitt cut the fingers of the glove he used. | |
|  | |  |  | | --- | --- | | **B.** | Many players began to wear gloves on both hands. | |
|  | |  |  | | --- | --- | | **C.** | Waitt confessed that he was ashamed to wear the glove. | |
|  | |  |  | | --- | --- | | **D.** | Players knew it was tricky to use bare hands to stop a baseball. | |
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| **19.** | **What is the meaning of the word wince in Paragraph 3?** |
|  | |  |  | | --- | --- | | **A.** | Fear of the unknown | |
|  | |  |  | | --- | --- | | **B.** | Unexpected feeling of excitement | |
|  | |  |  | | --- | --- | | **C.** | Facial expression of pain | |
|  | |  |  | | --- | --- | | **D.** | Display of boredom | |
|  |  |
| **20.** | **Read the sentences from the passage.**  Charlie played in 113 professional games from 1875 to 1883, never spending more than one season with any team. He was what baseball folks call a journeyman ballplayer.  **What does the word journeyman most likely mean in Paragraph 17?** |
|  | |  |  | | --- | --- | | **A.** | brilliant and colorful | |
|  | |  |  | | --- | --- | | **B.** | creative and artistic | |
|  | |  |  | | --- | --- | | **C.** | experienced and reliable | |
|  | |  |  | | --- | --- | | **D.** | young and untrained | |
|  |  |
| **21.** | **List three events from the passage that led up to the result of every big-league player using a glove by 1896. Then, list one of the effects of this result according to the text. Use details from the passage to support your response.**  Event 1:  Supporting Details from passage:  Event 2:  Supporting Details from passage:  Event 3:  Supporting Details from passage: |
|  |  |
|  |  |
| **22.** | **The word conspicuous comes from a Latin root meaning “to catch sight of.” Based on this, what does inconspicuous mean in Paragraph 11?** |
|  | |  |  | | --- | --- | | **A.** | Attractive to look at | |
|  | |  |  | | --- | --- | | **B.** | Seen from time to time | |
|  | |  |  | | --- | --- | | **C.** | Visible from a distance | |
|  | |  |  | | --- | --- | | **D.** | Not likely to be noticed | |
|  |  |
| **23**. | **Complete the flow chart. (Chronological Order) The choices are on the next page.**  **1.** \_\_\_\_\_\_\_\_\_  **2.** Charlie Wait takes an ordinary leather glove and cuts off the fingers to wear as a first-baseman.  **3.** \_\_\_\_\_\_\_\_\_  **4.** \_\_\_\_\_\_\_\_\_  **5.** Every big-league player uses a glove.  **Which events belong in the sequence? Place these events in #23 by placing the letter in the blank.**  **A.** Harry Decker designs a heavily padded catcher's mit.  **B**. Albert Spalding wears a leather glove with padding on the inside as a first baseman.  **C.** Players and fans believe wearing a glove is a sign of weakness.  **D.** Baseball is played bare-handed. |
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| Read the following and answer the questions below: | |
| **This is a draft of a student report. It contains errors.**  The World’s Largest Comic Strip  (1) Comic strips are usually less than six inches long. (2) In early 2003, a group of high school students in Mississippi set out to change that. (3) With the help of cartoonist Mark Pett, the students did stuff to create the world’s largest comic strip. (4) By summer, their creation had been recognized by the Guinness Book of world records.  (5) It all started when students in Sarah Miller’s art class selected a comic strip that Mark Pett had published. (6) Pett and Miller divided the comic into 1,508 equal rectangles. (7) Each of these rectangles contained only a tiny section of the comic strip. (8) One rectangle, for example, contained only a tiny piece of the customer’s fingertip. (9) Another had a portion of a drinking straw. (10) Some rectangles were all black. (11) Others were all white.  (12) It was now time to again create all 1,508 rectangles on pieces of poster board. (13) Using black paint, Ms. Miller’s students painted each tiny image onto its own sheet of poster board. (14) It took weeks. 15) Each poster board was numbered so students would know wear it would go when they assembled the poster board sheets.  (16) On June 7, 2003, after all 1,508 pieces of poster board having been painted; students put the huge comic strip together in a parking lot behind the school. (17) Students used more than 4,000 feet of tape to connect the poster board. (18) Bricks were used to keep the wide comic strip from blowing away. (19) Once the whole puzzle was assembled, it measured 135 feet long and over 47 feet high. (20) That is big enough to cover 35 school buses! **(21) Since it was huge, thanks to taking much care in planning, the giant comic strip looked exactly like the tiny one.**  (22) In order to see the entire comic strip clearly, a photographer rode in a hot air balloon and took photographs. (23) Newspapers and more than one local television station were there to see the finished product. (24) Everyone says they were amazed. (25) The students’ received a certificate confirming the new record they had set. | |
| **24.** | **Read the sentence from Paragraph 4.**  (21) Since it was huge, thanks to taking much care in planning, the giant comic strip looked exactly like the tiny one.  **What is the correct way to write the underlined words in the sentence?** |
|  | |  |  | | --- | --- | | **A**. | In case it was huge, | |
|  | |  |  | | --- | --- | | **B.** | Not only was it huge, | |
|  | |  |  | | --- | --- | | **C.** | Either it was huge, | |
|  | |  |  | | --- | --- | | **D.** | Even though it was huge, | |
|  |  |
| **25.** | **How is the report organized?** |
|  | |  |  | | --- | --- | | **A.** | chronological order | |
|  | |  |  | | --- | --- | | **B.** | compare and contrast | |
|  | |  |  | | --- | --- | | **C.** | cause and effect | |
|  | |  |  | | --- | --- | | **D.** | problem and solution | |
|  |  |
| **26.** | **Read the sentence from Paragraph 3.**  (15) Each poster board was numbered so students would know wear it would go when they assembled the poster board sheets.  **Which underlined word is used incorrectly?** |
|  | |  |  | | --- | --- | | **A.** | so | |
|  | |  |  | | --- | --- | | **B.** | know | |
|  | |  |  | | --- | --- | | **C.** | wear | |
|  | |  |  | | --- | --- | | **D.** | would | |
|  |  |
| **27.** | **What is the main focus in Paragraph 5?** |
|  | |  |  | | --- | --- | | **A.** | Students felt at a loss once the comic strip was completed. | |
|  | |  |  | | --- | --- | | **B.** | The project was fun, but it interrupted the regular routine for students. | |
|  | |  |  | | --- | --- | | **C.** | Students created many art projects in Mrs. Miller’s class. | |
|  | |  |  | | --- | --- | | **D.** | The comic strip received a great deal of attention. | |
|  |  |
| **28.** | **What change, if any, should be made in Sentence 12?** |
|  | |  |  | | --- | --- | | **A.** | change was to were | |
|  | |  |  | | --- | --- | | **B.** | change again create to recreate | |
|  | |  |  | | --- | --- | | **C.** | change rectangles to circles | |
| **29. Write the titles of the two passages that are nonfiction.**  1.  2.  **30. Which of the nonfiction passages is written in sequential order?** | |  |  | | --- | --- | | **D.** | Leave as is. | |
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